

CHARLESTON PROGRESSIVE

220 Nassau St.
Charleston, South Carolina 29403

GRADES K-6 Elementary School

ENROLLMENT 243 Students

PRINCIPAL Brenda W. Williams 843-720-2967

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	62	44	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

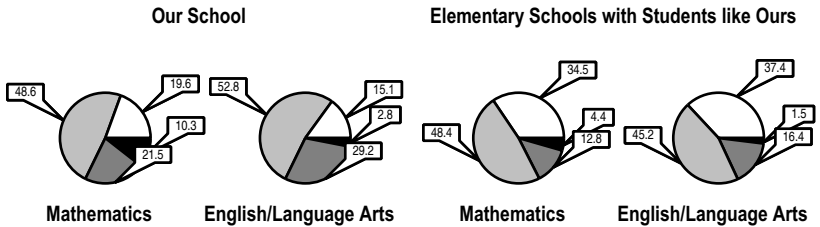
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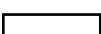
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	14	17	0
Percent satisfied with learning environment	85.7%	75.0%	N/R
Percent satisfied with social and physical environment	78.6%	94.1%	N/R
Percent satisfied with home-school relations	78.6%	88.2%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	112	99.1	15.1	52.8	29.2	2.8	32.1	17.6
Gender								
Male	45	100.0	18.6	51.2	27.9	2.3	30.2	17.6
Female	67	98.5	12.7	54.0	30.2	3.2	33.3	17.6
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	110	99.1	15.4	52.9	28.8	2.9	31.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	101	99.0	14.6	51.0	31.3	3.1	34.4	17.6
Disabled	11	100.0	20.0	70.0	10.0	N/A	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	112	99.1	15.1	52.8	29.2	2.8	32.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	112	99.1	15.1	52.8	29.2	2.8	32.1	17.6
Socio-Economic Status								
Subsidized meals	95	100.0	17.6	53.8	27.5	1.1	28.6	17.6
Full-pay meals	17	94.1	N/A	46.7	40.0	13.3	53.3	17.6

Mathematics								
All students	112	99.1	19.6	48.6	21.5	10.3	31.8	15.5
Gender								
Male	45	100.0	20.9	37.2	30.2	11.6	41.9	15.5
Female	67	98.5	18.8	56.3	15.6	9.4	25.0	15.5
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	110	99.1	20.0	48.6	21.9	9.5	31.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	101	100.0	17.5	49.5	22.7	10.3	33.0	15.5
Disabled	11	90.9	40.0	40.0	10.0	10.0	20.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	112	99.1	19.6	48.6	21.5	10.3	31.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	112	99.1	19.6	48.6	21.5	10.3	31.8	15.5
Socio-Economic Status								
Subsidized meals	95	100.0	20.9	49.5	22.0	7.7	29.7	15.5
Full-pay meals	17	94.1	12.5	43.8	18.8	25.0	43.8	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	26	N/A	23.1	46.2	30.8	N/A	30.8
	Grade 4	28	N/A	14.3	64.3	21.4	N/A	21.4
	Grade 5	23	N/A	40.9	54.5	4.5	N/A	4.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	36	100.0	11.8	32.4	47.1	8.8	55.9
	Grade 4	25	96.0	N/A	62.5	37.5	N/A	37.5
	Grade 5	31	100.0	31.0	48.3	20.7	N/A	20.7
	Grade 6	20	100.0	15.8	84.2	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	26	N/A	23.1	50.0	15.4	11.5	26.9
	Grade 4	28	N/A	14.3	53.6	21.4	10.7	32.1
	Grade 5	23	N/A	27.3	63.6	9.1	N/A	9.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	36	100.0	5.9	35.3	35.3	23.5	58.8
	Grade 4	25	100.0	20.0	48.0	24.0	8.0	32.0
	Grade 5	31	100.0	41.4	44.8	10.3	3.4	13.8
	Grade 6	20	95.0	10.5	78.9	10.5	N/A	10.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 243)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.0%	2.4%
Attendance rate	95.6%	Down from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.3%	Up from 4.9%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.2%	Down from 3.5%	8.4%	8.0%
Older than usual for grade	5.8%	N/A	2.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 15)				
Teachers with advanced degrees	60.0%	Down from 70.0%	46.9%	50.0%
Continuing contract teachers	100.0%	Up from 90.0%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	50.7%	Down from 60.7%	82.2%	86.2%
Teacher attendance rate	94.3%	Down from 95.2%	94.9%	95.3%
Average teacher salary	\$40,626	Up 7.0%	\$39,023	\$39,909
Prof. development days/teacher	21.9 days	Up from 15.3 days	13.5 days	11.4 days

School				
Principal's years at school	3.0	No change	3.0	4.0
Student-teacher ratio	17.0 to 1	Down from 17.1 to 1	17.2 to 1	18.9 to 1
Prime instructional time	87.9%	Down from 88.5%	88.5%	89.7%
Dollars spent per pupil*	\$5,364	Up 4.2%	\$6,308	\$5,892
Percent spent on teacher salaries*	61.3%	Down from 65.3%	65.8%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Charleston Progressive Family continues to break ground and plant seeds by putting children first. These seeds are germinating through high expectations in achieving academic excellence and meeting the challenges that develop life-long learners socially and morally in grades K5 - 5.

Our academic excellence will take root through ITI: Integrated Thematic Instruction (aligned to the SC Curriculum Standards). It will be fertilized with Lifelong Guidelines and Lifeskills, the project approach, multi-sensory instruction, cooperative learning, technology, and a body-brain compatible environment, while watered with high-order thinking skills, field studies, and community resource persons.

Continuous assessment of the curriculum, along with test scores, guides our goals for academic improvement. We have made significant progress in our test scores in several areas. However, reading and math still remain areas of school-wide concern. Math is our major focus this school year. We are focusing on math through "Morning Math," incorporation into special areas, utilizing reflection books, parent workshops, and PACT designed assessments.

We feel that the seeds we have planted will be in full bloom when our facility is updated, technology is fully integrated into our curriculum, our school is fully staffed, and every child at Charleston Progressive has achieved to his/her fullest potential academically, socially, and morally.

Brenda W. Williams, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.